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ABSTRACT

Coordination, planning, legislation, parent involvement, handling complaints, applying affirmative action and employment practices, preparation of program guides, contribution to consolidated regulations, preparation of materials for the State Board of Education, and other factors involved in the administration of the compensatory education activities are described in this report. Among the programs and services profiled are management service, professional development in education, reading and mathematics, special incentive projects, follow through, compensatory education in state institutions, community services unit, migrant education, guided school visits, school housing aid, ESEA Title I, and educationally disadvantaged youth program. Programs are described in terms of purpose, participants, objectives, eligibility, authorization, funding level and achievements. Evaluation and pupil achievement of compensatory education are seen to reveal definite evidence of the effectiveness of these projects in all six components of language development, mathematics, auxiliary services, parent participation, community involvement, staff development, and intergroup relations. (Author/AM)

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Compensatory Education Unit
CALIFORNIA STATE DEPARTMENT OF EDUCATION

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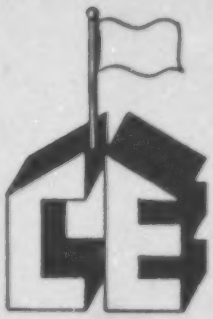

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REPORT ON COMPENSATORY EDUCATION
1974-75

by
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Management Section
Office of Compensatory Education

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REPORT ON COMPENSATORY EDUCATION
1974-75

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Compensatory Education Unit
CALIFORNIA STATE DEPARTMENT OF EDUCATION

June 17, 1975

REPORT ON COMPENSATORY EDUCATION IN 1974-75

COMPENSATORY EDUCATION ADMINISTRATION IN 1974-75

Administration of the Compensatory Education Program Support Unit involved a great deal of coordination and planning, contributing information for legislation, providing for parent involvement, handling complaints, applying affirmative action and employment practices, preparation of program guides, contribution to consolidated regulations, preparation of materials for the State Board of Education, a great deal of paperwork and services to people as recorded by the workload records, participation in national groups, and supervising staff to carry out compensatory education activities.

Coordination of Compensatory Education Activities

A wide variety of activities required much coordination. Each person responsible for one of the compensatory education programs has needed direction and advice on the part that program plays in the achievement of state compensatory education objectives, and how it meets state and federal regulations.

This assistant superintendent attended the important weekly meetings of the Matrix Management Team in which the activities of the Compensatory Education Program Support Unit were coordinated with those of other parts of the California State Department of Education. An example of such coordination is the planning for the development and completion of consolidated applications by districts using such special funds as those available for compensatory education. This assistant superintendent was the manager of the Regional Service Team leaders.

Because the larger part of the special funds which California school districts receive are for compensatory education, the weight of this coordination within the Department and in relation to key California school districts has required many meetings with educational leaders in California.

Planning

To continue providing for coordination of compensatory education activities, planning in several forms has been a necessity.

Participation in meetings of various groups involved planning of interfaces between the Compensatory Education Program Support Unit and other parts of the Department. For example, the Compensatory Education Program Support Unit Manager or one of the staff members of the Administrative Unit has attended the following: weekly meetings of the Matrix Management Team and also the Regional Service Team leaders, the Vocational Educational Coordinating Planning

Council, California Association for Compensatory Education Executive Board monthly meetings, the Large District Directors' Compensatory Education Group monthly meetings, and the Mexican-American Advisory Committee.

Legislation

The Assistant Superintendent of Public Instruction for Compensatory Education provided information for State Department of Education testimony in hearings of the California State Legislature on matters relating to compensatory education programs.

Constant contact has been maintained between the Assistant Superintendent of Public Instruction for Compensatory Education and the California State Department of Education Deputy Superintendent for Congressional Relations in order to keep the Deputy Superintendent aware of compensatory education needs and of California's reactions to proposed federal legislation for disadvantaged children. The office of the Assistant Superintendent of Public Instruction for Compensatory Education has been a key link in relaying ideas from persons at the local level to concerned persons in Washington. This office also has played an important role by informing persons at the local level concerned with compensatory education about the new federal legislation.

Parent Involvement

The Compensatory Education Program Support Unit worked for parent involvement in compensatory education at the state and local level throughout the year.

The Assistant Superintendent of Public Instruction for Compensatory Education and members of his staff continued working with a multi-state project on compensatory education management. It was through the insistance of the assistant superintendent that parent involvement was prerequisite for continued California participation in the project. Parent participants from Los Angeles were involved in applying criteria to evaluate the state education agency management of compensatory education and in developing criteria for evaluating local management.

In the fall, during the development of the consolidated application, compensatory education staff memhers recommended that the application forms include provisions for certification that district advisory committee members had participated in the planning which resulted in the district's consolidated application.

In December, the Assistant Superintendent of Public Instruction for Compensatory Education communicated with the President's National Advisory Council on Education of Disadvantaged Children and found that the Commission was looking for a model of local parent involvement which could be reported nationally. He focused their attention on the Riverside Unified School District. A person from the National Advisory Council came, visited that district, and decided to select it as a model for national dissemination. Key elements of that

model are: student needs analysis, specific objectives, learning packets, and training programs for parent involvement. Because of the interest generated by this activity, the parents who are members of the National Advisory Council decided to take an active part in the California Association of Compensatory Education meetings in Los Angeles.

Parent involvement has always been a key part of the state compensatory education effort which was facilitated by a Community Services Unit headed by Mr. Joe Portillo.

In March, the Chief of the Bureau of Compensatory Education Entitlements and Reports presented a statement to a workshop on compensatory education fiscal management at the California Association of Compensatory Education conference about covering expenses related to parent involvement activities. Continued work on that statement based on exchange of ideas with parents and administrators has resulted in a policy statement which is being considered for distribution.

To facilitate parent and local involvement in reacting to proposed federal regulations for ESEA Title I, compensatory education staff members contacted persons in each region of the state and actively participated in making recommendations for improving the regulations.

A flow chart for developing materials that will give specific guidance to schools in improvement of parent involvement components was prepared. Because of the importance of this activity, detailed workplans were also assembled in order to make these materials available for training Regional Service Team members in August 1974.

Handling Complaints

By federal regulation, the State Title I Coordinator, that is, the Assistant Superintendent of Public Instruction for Compensatory Education, is responsible for answering all complaints relating to California Title I projects submitted directly to him, to the State Superintendent of Public Instruction, and to officials in Washingtin, D.C. As a result, responses have been provided to complaints such as the following: inadequate involvement of parents; misuse of funds, equipment, or staff for non-Title I purposes; and lack of provision of supportive services to eligible nonpublic school children. There were about 16 complaints.

Affirmative Action Record

The Compensatory Education Program Support Unit has been aggressive in applying the principles of affirmative action to staff selection. This has dovetailed with the objective of identifying possible staff members on the basis of their knowledge and experience in helping children who are faced with the problems of educational disadvantagement.

The Support Unit operates according to the practices set forth in the October 8, 1973 memo from State Superintendent of Public Instruction Wilson Riles to county and district superintendents in which he stated:

"We must continue to strive to eliminate discrimination from our personnel practices and procedures. Federal regulations and subsequent findings by the staff from the Office of Civil Rights in the Department of Health, Education and Welfare provide impetus for us to encourage school districts receiving federal financial assistance to take appropriate action to adopt and implement affirmative action programs."

Part in Consolidated Regulations

In the spring of 1974, the California State Board of Education adopted "Regulations for Consolidated Categorical Aid Programs in California Schools." With the inclusion of compensatory education programs in the consolidated application, the former Compensatory Education Guidelines were replaced by the new regulations. Compensatory education staff members participated in developing these regulations to insure that they would not conflict with pertinent federal regulations. In the fall the assistant superintendent circulated these regulations to all professional staff members concerned with advising persons on consolidated programs.

Materials for State Board of Education

Each month, the State Board of Education was presented with summaries of changes in compensatory education projects. The Board also was given copies of requests for waivers to state laws or regulations which had been studied and recommended by the Compensatory Education Program Support Unit staff. Review of these waivers often entailed working with districts to determine what precisely was needed by the districts and if the waiver was the most effective means of achieving their objectives.

Workload Data

One way of picturing part of the work of the Compensatory Education Program Support Unit is to summarize the data presented below. This data includes only information for functions directly under the Compensatory Education Program Support Unit and persons paid from compensatory education funds.

During 1974-75, the Compensatory Education Program Support Unit staff members were involved in the following numbers of estimated actions:

Letters received and answered	18,000
Telephone calls	25,000
Field visits	8,000
Total master copies of letters or memoranda composed for duplicating and sending	250
Total of preceding items duplicated and sent to field	30,000
Xeroxed copies to share information	60,000

National Groups

National ESEA Title I Coordinators Group

The Assistant Superintendent of Public Instruction for Compensatory Education is an active member of the Advisory Board for the National ESEA Title I Coordinators Group. In this capacity, he has influenced the agendas and activities of this group. The group has been influential in supporting programs for disadvantaged children. The members have united in order to strengthen the role of state departments of education in administering compensatory education.

State Educational Agency Management of Compensatory Education Media

The purpose of this project is to develop and field test an approach toward improving management of compensatory education programs by state education agencies. The means is a self-analysis instrument by which an SEA can identify the strengths and weaknesses in its management of compensatory education programs. This project is supported by funds from ESEA Title V, Section 505.

The participating states are: Alabama, Arkansas, California, Colorado, Minnesota, New Jersey, and North Carolina. The administration of the project was moved from New Jersey to Minnesota with the approval of the participating states.

The Department benefited directly by this project last year as the project executive secretary, representatives of other states, and representatives of local educational agencies participated on a pilot basis with the State Department of Education. Their combined effort was the application of the self-analysis instrument to management of compensatory education in the Department. By this application, it was possible to plan some ways to support directions for compensatory education responsibilities which had been initiated.

The California State Department of Education hosted a meeting of representatives from the participating states in San Diego and benefited from their perspective in the discussion of compensatory education problems. The discussions were helpful not only to California State Department of Education persons involved with this project, but also to local California compensatory educators who attended.

With the realization that effective state compensatory education management is dependent upon effective local compensatory education management, the project has now developed a draft of a self-analysis instrument to study local educational agency management of compensatory education. An application for funds to extend the development and testing of the local instrument has been approved. Staff members of the California State Department of Education who have been directly involved in the project and contributed ideas and leadership are Bonnie Baird, Manuel V. Ceja, and John G. Church. Also participating have been local educational agency representatives Lawrence A. Bozanich, Senior Administrative Analyst, Los Angeles Unified School District; Pelham J. Calhoun, Assistant Director, ESEA Title I, Los Angeles Unified School District; Katie Holguin, Parent, Los Angeles Unified School District; and William Pirtle, Coordinator, ESEA Title I, Merced County Department of Education.

Compensatory Education Unit
CALIFORNIA STATE DEPARTMENT OF EDUCATION

June 20, 1975

REPORT ON COMPENSATORY EDUCATION IN 1974-75

EVALUATION AND PUPIL ACHIEVEMENT

Evaluation is an important part of compensatory education at the state level and in each local educational agency.

From an analysis of the statewide evaluation reports of the Elementary and Secondary Education Act of 1965 (ESEA), Title I, program in California for the 1973-74 school year, certain general conclusions regarding each of the several program components were drawn.

First, evaluation reports of the Elementary and Secondary Education Act, Title I, program in California for the school year 1973-74 reveals definite evidence of the effectiveness of these projects in all six program components, serving more than 597,000 students in 1,600 schools.

In Language Development, Title I students at all grade levels attained an average of more than one month's growth in reading skills for each month of instruction; these gains represent average grade-level increases of from one to six months beyond gains predicted from average pretest scores. Students in grades two, three, five, and seven averaged seven months' gain during the seven months between pretests and post-tests; students in grades one, six, and ten averaged eight months' gain; grades four, eight, eleven, and twelve averaged nine months' gain; grade nine averaged ten months. These gains represent growth of students whose previous average rate ranged from four to six months during a seven-month period.

An average of 11 percent of the Title I participants at all grade levels moved out of the lowest quarter of the distribution between pretesting and post-testing, even though 80 percent of the students were reading below grade level at the start of the school year. The percent of students reading above grade level increased during the school year from 20 to 29 percent. Improvement was most apparent in the primary and elementary grades but still evident in grades seven through twelve.

Instructional activities most frequently reported by successful programs included the use of diagnostic-prescriptive materials, individualized instruction, use of instructional aides, commercially developed materials, and reading laboratories.

In Mathematics, findings indicated that Title I students typically attained 1.1 months of growth or more in mathematics achievement for each month of participation in the program; these gains represent average increases of from one to seven months above gains predicted from average pretest scores. Students in grade ten averaged six months' gain during the seven months between pretests and post-tests; students in grade seven averaged seven months' gain; grades one, five, six, and twelve averaged eight months' gain; grades two, four,

eight, and eleven averaged nine months' gain; grades three and nine averaged ten months. These figures represent gains of students whose previous average growth ranged from four to six months during a comparable period.

An average of 16 percent of the Title I students at all grade levels moved out of the lowest quarter of the distribution during the year, even though 72 percent of the students were achieving below grade level at the beginning of the school year. The percent of students scoring above grade level in mathematics increased from 18 to 30 percent during the school year. Improvement was most prevalent in the primary and elementary grades, but still apparent in grades seven through twelve.

Instructional activities most frequently reported by successful projects included the use of instructional aides, whole-class and individual instruction, the use of parent volunteers, and staff inservice training.

In Auxiliary Services, projects provided pupil personnel, library, and health services and activities necessary for the academic success of program participants. Major results included improvements in school attendance, in pupil attitude and self-image, in academic achievement, and in the personal health of pupils.

In Parent Participation and Community Involvement, activities were directed toward the improvement of communication between home and school community. Among the major results reported were increased parent involvement in school activities, greater understanding of program goals and objectives, knowledge of children's needs and development, improved use of community resource personnel, and increased attendance at classes and parent-teacher conferences.

In Staff Development, emphasis was placed on inservice training for school personnel working directly with the students. Among the major results were improved individualized instruction in reading and mathematics, better organization of inservice training programs, increased skills in writing instructional objectives, and general improvement in classroom instructional skills.

In Intergroup Relations, districts implemented activities designed to minimize isolation between the different ethnic, cultural, racial, or social groups. Major results included more participation in intergroup activities, increased knowledge and understanding of other cultures, improvements in pupil self-esteem, increased acceptance of all groups, and an increase in positive pupil behavior.

Compensatory Education Unit
CALIFORNIA STATE DEPARTMENT OF EDUCATION

July 7, 1975

REPORT ON COMPENSATORY EDUCATION 1974-75

MANAGEMENT SERVICES

A group of Compensatory Education Unit staff members are assigned to a Management Services Section. This report presents the types of management services which that group completed. Other reports describe the specific programs with which the staff worked: Follow Through Technical Assistance, Demonstration Programs in Reading and Mathematics, Professional Development Programs, Technical Assistance to State Institutions which Receive ESEA Title I Funds, and Special Incentive Projects.

Purpose. The Compensatory Education Unit has established a Management Services Section which has as its goal to provide management services for the Compensatory Education Unit and selected compensatory education programs.

Objectives.

- To give each section staff member support in carrying out the mission of his speciality.
- To apply a system approach to managing and carrying out Section duties.
- To accomplish tasks which serve the goal but may not relate to a speciality.
- To communicate clearly to other Department of Education personnel and persons in the field the accomplishments of the Compensatory Unit Management Services Section in particular and compensatory education through the Department of Education in general.

Target Population. The ultimate target population which the staff seeks to serve is educationally disadvantaged youngsters. The immediate target group with which the staff works is the directors of projects which use the compensatory education funds made available through the Management Services Section. This also involves other district and county personnel concerned with programs and budgets.

Accomplishments. Staff activities were guided by system flow charts for scheduling work, assuring quality of work accuracy and service, improving efficiency, coordination and contacts with others, forward planning, keeping administrators informed, and motivating self-improvement and top performance.

Other flow charts were action guides for preparing reports, developing regulations, and coordinating with other Department units so that joint efforts could be made in working with local educational agencies in such areas as reading, mathematics, bilingual-bicultural education, media services, intergroup relations, and year-round education.

Support was provided to the Compensatory Education Unit in analyzing and making recommendations on regulations and in making media presentations available on promising practices, planned school visits, demonstration programs, and education of the disadvantaged child in California.

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For further information contact the Management Services Section, Compensatory Education Unit, State Department of Education, 721 Capitol Mall, Sacramento, CA 95814; telephone (916) 322-5535.

Compensatory Education Unit
CALIFORNIA STATE DEPARTMENT OF EDUCATION

July 7, 1975

REPORT ON COMPENSATORY EDUCATION
1974-75

PROGRAMS FOR PROFESSIONAL DEVELOPMENT IN EDUCATION

Supported by State and Federal Funds in California

Some services encouraging the professional development of teachers are provided in the following programs. The State Department of Education carries out its relationships to these programs through the Compensatory Education Unit's Management Services Section.

Career Opportunities Program

Purpose. The purpose of this nationwide work-study program is to improve teaching in urban and rural schools serving low-income children by recruiting and training people, mostly from low-income backgrounds, to work as auxiliaries and teachers. Career ladders were developed as an integral part of the program.

Participants. People with or without a high school diploma or college degree may participate in the program. All are from low-income backgrounds, to work as auxiliaries and teachers. Career ladders were developed as an integral part of the program.

Objectives. The technical assistance provided by the Department of Education is focused on the following objectives:

To help school districts and universities create teacher training programs more relevant to the needs of other ethnic or low-income stude[illegible].

To meet the needs of the re[illegible]uits themselves.

In order to accomplish these objectives, 14 school districts designed training programs in coordination with community organization agencies, community colleges, nearby universities, and the State Department of Education. Two institutions of higher education also administered projects.

Eligibility. To participate in the program, participants need to meet a low-income requirement.

The regional center which has federal authority over the sixteen 1974-75 California projects is situated in San Francisco. Only two projects are receiving 1975-76 funding although there is a need for more minority teachers.

Institutions eligible to administer this program are local school districts, institutions of higher education, and state departments of education.

Authorization. Authorization for the program is found in Public Law 90-35, Part D, Section 531.+

Funding Level. Career Opportunities projects were funded and monitored directly by the U.S. Office of Education; however, the Management Services Section does provide an analysis of project applications. The total of these funds made available in the two remaining programs in California in 1975-76 is about $350,787. In each previous year, the 16 programs received over two million dollars. Other sources contribute to covering student stipends of about $100 per week.

Achievements. 3,283 participants were trained through June 1975, which marked the fifth year of the program; 213 graduated in 1973. The remaining number will either continue as well-trained aides or teachers. The 1975-76 continuing projects will serve 247 participants.

The program has increased the number of Black and Spanish-surnamed teachers in the state and has afforded models of achievement for minority students and students from low socioeconomic levels.

Teacher Corps

Purpose. The purpose of the Teacher Corps, as stated in its enabling legislation, is "to strengthen the educational opportunities available to children in areas having concentrations of low-income families and to encourage colleges and universities to broaden their programs of teacher preparation."

Participants. High priority is given to college graduates with liberal arts majors. Interns are sought who will make effective teachers. A large percentage of participants are from the communities in which they would serve: Blacks, Mexican-Americans, Indians, and migrants.

Objectives. The program accomplishes the following:

Offers teachers both preservice and inservice training needed to teach in schools which serve children from low-income families.

Offers programs for teacher candidates who work in teams led by experienced teachers in competency based teacher education programs.

Presents a model of competency based teacher education programs which could be emulated by institutions of higher education.

Authorization. The program is authorized by Public Law 89-329, the Higher Education Act of 1965, Title V, Part B, as amended.

Funding level. Funds do not go through the State Department of Education, but technical assistance is provided to California institutions. The Management Services Section analyzes Teacher Corps proposals which must be submitted by applicant institutions of higher education for review by the section before they are considered by the United States Office of Education.

Achievements. Capable persons from low socioeconomic levels and minority backgrounds have found positions teaching children of similar backgrounds. This has helped to balance staffs in numerous school districts across the state.

New Careers in Education

Purpose. The purpose of the New Careers in Education Program is to establish an opportunity for capable highly motivated persons who have had personal experience in low-income areas to become fully credentialed teachers.

Eligibility. The program is available to persons who have completed at least 60 units of college work, and are persons with low-income backgrounds or are members of a minority group, and are willing to prepare to teach in elementary schools located in areas of high concentrations of low-income families.

Objective. The objective is placement of interns in schools under the supervision of team leaders who are experienced teachers. Participants receive professional training combined with on-the-job experience. Required college/university courses are offered to participants during the school year and during the summer.

Authorization. The program is authorized by the State New Careers in Education Act (AB 1362), Education Code Sections 13245ff.

Funding level. Funds were channeled through the State Department of Education directly to districts. Funds received by districts in 1974-75 totaled $249,984. The amount is $266,552 in 1975-76.

Achievements. Capable persons from minority races and/or low socioeconomic backgrounds have been trained to become teachers. Sacramento, Stockton, and ABC Unified School Districts have programs.

Professional Development and Program Improvement Centers

Purpose. The purpose of the Professional Development and Program Improvement Centers Program is to assist districts with schools which serve concentrations of educationally disadvantaged students to provide released time inservice training for instructional and administrative staff members. By law, instruction in reading and mathematics is the main priority.

Eligibility. Any district may apply. In sparsely populated areas, a county superintendent of schools office may apply and contract to provide professional development services to contracting districts. The State Board of Education adopted regulations for these centers in May 1975.

Objective. The objective is to improve the teaching of reading and mathematics in "satellite schools" so that student achievement is improved.

Program Description. Staff members from schools with concentrations of educationally disadvantaged students are trained to be more effective in teaching reading and mathematics in a Program Development and Program Improvement Center situated in a school which has EDY, ESEA Title I, Miller-Unruh Reading, or ECE programs. The program helps districts to achieve collaborative working relationships with institutions of higher education. Teachers and other school personnel are trained on a released time basis, and their classes are covered by carefully selected replacement teachers. Project funds basically provide for the training staff and the replacement teachers.

Achievements. Student achievement rises significantly when teachers completing training return to their classrooms full-time.

Evaluation procedures include an attempt to relate rises in student achievement to the training reviewed by staff members. Data from a 1973-74 project, which was also a project funded in 1974-75, revealed that during seven months in 1973-74 pupils of teachers trained in the Professional Development Center approach in Long Beach achieved 1.14 months growth in reading and 1.7 months growth in mathematics per month of instruction. In 4th grade, the most mathematics growth was 2.3 months per month of instruction. In 4th and 6th grades, the most reading growth was 1.3 months per month of instruction.

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For further information contact the Management Services Section, Compensatory Education Unit, 721 Capitol Mall, Sacramento, California 95814; telephone (916) 322-5535.

Compensatory Education Unit
CALIFORNIA STATE DEPARTMENT OF EDUCATION

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July 7, 1975

REPORT ON COMPENSATORY EDUCATION
1974-75

DEMONSTRATION PROGRAMS IN READING AND MATHEMATICS

Purpose. The intent and purpose of this legislation was the establishment of exemplary programs for intensive instruction in reading and mathematics to serve as demonstration projects aimed solely at developing above-average competence in pupils in these basic skill subjects.

Target population. The program was developed to serve pupils in grade 7, 8, or 9 who attend school in designated disadvantaged areas and who otherwise would find difficulty in achieving complete success in high school.

Objectives. There are two main goals in the program: to establish demonstration programs that develop above-average competence in reading and mathematics in pupils in grade 7, 8, or 9; and to disseminate information widely so that other school people can learn from the demonstration programs.

Eligibility. In order to be eligible, schools must be in designated areas of poverty and social tension and have a history of a low level of academic achievement.

Authorization. The program was authorized by AB 938/1969, Statutes, 1969, Chapter 1596 (Education Code 6490-6498).

Funding level. Since 1969, the program has been funded for three million dollars annually.

Achievements. Although students in these programs benefited in many ways, the main purpose of the programs was to increase student achievement in reading and mathematics. In those programs which had operated at least one full year, at the close of the 1973-74 school year (the most recent year for which test results are available) the average achievement gain in reading was 1.9 months for each month of instruction. In mathematics, the students gained 1.7 months for each month in the program. California Tests of Basic Skills pre- and post-test scores were used for the evaluation. These gains were obtained in schools which previously had shown little academic achievement.

The programs were also rated on cost effectiveness. The reading programs showed an achievement gain of 6.1% for each 1% increase in cost, and the mathematics programs had an achievement gain of 5.5% for each 1% increase in cost.

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Compensatory Education Unit
CALIFORNIA STATE DEPARTMENT OF EDUCATION

VI

July 7, 1975

REPORT ON COMPENSATORY EDUCATION
1974-75

SPECIAL INCENTIVE PROJECTS

Purpose. The purpose of special incentive grants was to provide funds for specific projects which were deemed to be innovative and were submitted by districts which had the greatest need for additional funds.

Target population. The program is targeted on children eligible for ESEA Title I services in eligible districts.

Eligibility and funding. The State of California does not always receive additional funds for special incentive grants under ESEA, Title I, Part B, but it did so last year because our state effort index was greater than the national effort index, and we have a relatively high ratio of expenditures for education to personal income. The Department of Education received a grant award of $160,932 in 1973-74 which was primarily expended during 1974-75.

A computer was used to rank those districts which have a fiscal effort at least equal to the state average fiscal effort, high AFDC count, and low assessed valuation. One hundred thirty-eight districts qualified. The Compensatory Education Unit informed those districts that they were eligible to apply and provided forms to submit applications.

Authorization. The special incentive projects were authorized under ESEA, Title I, Part B (Public Law 89-10).

Achievements. Applications from 60 districts were received. A panel of three judges from an urban, a suburban, and a rural school district took two days to rate the projects in relation to the criteria which had been given to the school districts. The rated projects were funded with most activities occurring in 1974-75. Compensatory Education staff members monitored the projects. Reports on each project follow:

Santa Maria School District

The major goals of the program were: improvement of students' self-images; development of positive interpersonal relationships with peers and adults; student application of wilderness living principles; student appreciation of the aesthetic value of the wilderness. To accomplish these goals, a series of backpack trips to the Sierra Nevada Mountains involving thirty-six seventh grade students were completed. The teaching ratio was reduced, eliminating barriers between students and teachers.

Teachers were then able to reinforce positive student behavior. The removal of students from an environment associated with past failures provided a situation where environmental handicaps were neutralized.

The program was a success. All students performed favorably in the new environment. All students in the program made academic or behavioral gains in school.

Evergreen School District

The purpose of the activities proposed was to reduce or eliminate cultural handicaps of the K-6 students at the Evergreen Elementary School. Teachers felt that learning was being inhibited because of lack of cultural understanding among parents, teachers, students, and administration.

The entire school was organized into five cultural areas: African American, Mexican American, Asian American, American Indian, and European American. Each group of students spent the first 24 days of the year in their home cultural area. Then, they spent 24-day periods in each of the remaining four cultural areas. This helped the students feel and understand how it is to live in that culture.

Cultural handicaps that this program reduced or eliminated were:

1. Lack of knowledge of other cultures.
2. Lack of understanding of peoples of other cultures.
3. Lack of feeling of empathy for people of different cultural groups.
4. Lack of means of communication with peoples of other cultures.
5. Racial and ethnic prejudice.

Students had a greater knowledge of their cultural backgrounds and, therefore, increased self-identifications and positive self-images and self-esteems, which lead to greater learning successes in school.

Anaheim City School District

The five-week program began with a one-week family workshop. This workshop presented speakers each day from a variety of public agencies. A clinic was held, utilizing the services of a doctor, a dentist, and nurses to provide health screening.

Following the family workshops, a four-week program was provided for approximately 100 children. Each child went to the comprehensive learning center daily where he worked on an individualized prescribed program in reading and math.

The 100 children benefited directly from the extended summer program in the areas of language development, individualized diagnostic-prescriptive math and reading, and nutrition.

Correction of health defects and minimizing educational and language handicaps contributed to the reducing of cultural or environmenal handicaps.

San Diego City School District

Students with below average reading and mathematics achievement skills were helped by computerization of the existing San Diego Diagnostic/ Prescriptive Teaching Individualization Management System at Gompers Junior High.

Leadership development counseling was provided for bicultural girls who showed leadership potential. They participated in an internship program with bicultural professional women which featured a seminar for participants and families. The girls took part in a paid work-study program.

With this program, better management systems were developed and improved reading and mathematics achievement resulted. The individualization resulted in student achievement gains beyond those specified in present objectives for compensatory education in the district.

Hanford Elementary School Distict

Special activities provided experimental input for disadvantaged students identified as gifted. The skills that were emphasized are:

1. Reading through use of critical thinking and problem solving.
2. Math through reasoning skills and abstract creative thinking.
3. Structual language through analysis of persuasion and logics.

Experimental input was provided through field trips and speakers. The topics covered ranged from architecture through science and medicine. Reading was an important ongoing part of the program for the purpose of building vocabulary and love of reading.

From this project, educators can learn ways of reviewing subtest items of students, whose overall scores showed them to be educationally disadvantaged, to find those who have high scores. Then they can be given a battery of tests. Those identified as gifted can be eligible for having state gifted program assistance.

Franklin-McKinley School District

A Spanish language inservice program was provided to teachers and administrators in June and July 1974.

This program was designed to give the participants "skills in conversational Spanish while fostering greater cross-cultural sensitivity and understanding for the Mexican-American culture."

A goal of this study was to determine how participants evaluated the past program and what they desired or suggested as appropriate training and followup activities to help them and their district personnel continue working toward the program goals.

The program addressed a specific aspect of a child's self-concept, that of the child's cultural heritage. Focusing upon the child's experiences in a culturally pluralistic setting, this program endeavored to provide significant school people in the child's environment with the following cultural and linguistic experiences.

1. A phonetic inventory in Spanish.

2. A list of useful phrases and sentences in Spanish.

3. A basic comprehension which provided for contextual acquisition of additional language skills in Spanish.

4. An opportunity to better understand Mexican-American, Latin-American, and Spanish cultures.

5. An opportunity for cross-cultural exchanges.

6. A bilingual, bicultural setting in which natural friendships between people of dissimilar backgrounds can form.

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For further information contact the Management Services Section, Compensatory Education Unit, 721 Capitol Mall, Sacramento, California 95814; telephone (916) 322-5535.

Compensatory Education Unit
CALIFORNIA STATE DEPARTMENT OF EDUCATION

July 7, 1975

REPORT ON COMPENSATORY EDUCATION
1974-75

FOLLOW THROUGH PROGRAM - TECHNICAL ASSISTANCE

Purpose. Follow Through Technical Assistance has as its purpose the provision of state services which facilitate achievement of the objectives of the Follow Through Program.

Target population. The target population is those children with a full year's Head Start or comparable preschool experience, and whose families meet the poverty line of $2,330 for a family of one person. The index increases by $740 for each additional family member.

Objectives. This program in 17 projects in California is designed to assist children enrolled in kindergarten through third grade from low-income families by implementing innovational educational approaches; providing comprehensive services and special activities in the areas of physical and mental health, social services, nutrition, and such other areas which supplement basic services already available within the school system; conducting the program in a context of effective community action and parental involvement; and providing documentation of those Follow Through models which are found to be effective.

Eligibility.

Applicants. Grants are awarded to local educational agencies only for the operation of Follow Through projects in California. However, there are provisions under certain circumstances for funding Head Start agencies, or other public or appropriate nonprofit private agencies, organizations, or institutions to conduct Follow Through programs.

Children. Only low-income students receive the full benefits of the several program components. At least 50 percent of these children shall have previously participated in a full-year Head Start or similar quality preschool program. If the U.S. Commissioner of Education determines (1) that participation of children from diverse socioeconomic backgrounds in the project would enhance the development of the low-income children to be served and would benefit the community in which the project is located, or (2) that such socioeconomic diversity in a particular project will produce evidence concerning how to best fulfill the purposes of Follow Through, he may require or permit the inclusion of a specified percentage of children other than low-income children in the project. The incluclusion of such other children shall not in any case dilute or interfere with the services designed for low-income children.

Authorization. The authorization for the Follow Through Program is Title II of the Economic Opportunity Act of 1964 (P.L. 88-452 as amended).

Funding level. The funding levels for Follow Through in California in 1974-75 were as follows:

Aggregate of 17 projects' operation in California	$5,349,969
State Technical Assistance to the above projects	56,869

Achievements. Technical assistance at the state level sought to create a focus in terms of understanding and interchange of ideas in a diverse spread of programs and participants.

Liaison was provided at the state level between the USOE and the 17 Follow Through projects operating in California. Coordination was provided with the Follow Through Division of OE in Washington, Stanford Research Institute evaluation personnel, Social Dynamics Institute general consultants and Follow Through Model sponsor directors and staff. At the local sites, contact was maintained with district administration, project directors and staff, principals and teaching teams, Policy Advisory Committees, parents and community agencies.

During 1974-75, the provision of technical assistance involved the participation and the undertaking of numerous activities. Two or more visits were made to each project by June 30. Work with program areas and components involved instruction, evaluation, career development, medical and dental services, health education, nutrition, psychological and social services, parent and community involvement, and inservice activities. The consultant attended and served in various roles in several workshops, preservice and inservice training sessions, and conferences. Resources were investigated and identified for projects needing this help. Much assistance was given by telephone and also by means of correspondence.

A very active role of participation with USOE Project Officers and SOI consultants was performed by the Technical Assistance Consultant, which included attending on-site project reviews and joint visitations.

Involvement by this office in the area of application preparation comprised the dissemination of written information, telephone communication, and individual site visitation to assist coordinators, staff, and the Parent Advisory Committee in determining appropriate procedures to adopt. Aid was also given through guidance in designing, revising, and presenting the proposal to the PAC and the school board.

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For further information contact the Management Services Section, Compensatory Education Unit, State Department of Education, 721 Capitol Mall, Sacramento, California 95814; telephone (916) 322-5535.

Compensatory Education Unit
CALIFORNIA STATE DEPARTMENT OF EDUCATION

June 17, 1975

REPORT ON COMPENSATORY EDUCATION IN 1974-75

FOLLOW THROUGH PROGRAM - CALIFORNIA PROCESS MODEL

Purpose. The purpose of the Follow Through Program is to sustain and supplement the achievement gains of children who have had a full year's experience in Head Start or a comparable preschool program when they enter public school kindergarten and progress through the third grade.

Target Population. The target population toward which Follow Through is directed to serve are those children with a full year's Head Start or comparable preschool experience, and whose families meet the poverty line index starting at $2,330 for a family of one person which was established by the Office of Economic Opportunity. The index increases by $740 for each additional family member.

Objectives. The California Process Model is one of 22 approaches in early childhood educational programs being used in Follow Through throughout the country. The goals of the California Process Model are:

- To promote the maximum intellectual, physical, and social-emotional growth of the Follow Through child.
- To establish a partnership between the school and the community so that all who touch the life of the Follow Through child will be involved in determining his educational experience.

An implementing objective is for Model participants who complete third grade to reach a normal range and distribution of achievement for their age and grade level as indicated by standardized test results.

There are 13 subgoals of the California Process Model design which relate to the development, implementation and maintenance of diagnostic-prescriptive individualized instructional programs in the districts using the Model. The subgoals outline the elements of the individualized instructional program that district personnel will accomplish with the guidance and assistance of the sponsor staff vis-a-vis identified educational objectives, instruments for diagnosis, needs assessments, teaching-learning strategies, and so forth.

Eligibility. To be eligible for enrollment in Follow Through, the children must be certified as meeting the Office of Economic Opportunity Poverty Guidelines. In addition, the children must have attended Head Start or preschool for a full year, except in situations where adequate numbers of children with such experience are not available to complete the enrollment number for which the project is approved. Under such circumstances, 50% of the total enrollment may be comprised of children without Head Start or preschool experience.

Authorization. The Follow Through Program is authorized under the Economic Opportunity Act of 1964, P.L. 88-452, as amended.

In California, Senate Bill 1416, the McAteer Act of 1967 establishes Education Code provisions which authorize the State Board of Education to accept federal funds such as for the Follow Through Program to operate the program.

State law regarding Follow Through is delineated in Education Code Part 2, Division 6, Article 6, Section 6499-6499.9.

Funding Level. The State Department of Education operated the California Process Model during the 1974-75 fiscal year under a direct grant and contract from the U.S. Office of Education totaling $271,753.00.

Achievements. The standardized test scores for Follow Through and the comparison groups reveal that Follow Through children are performing above expected levels of achievement at the kindergarten level and in grade one. Follow Through children in grade two are achieving above expected levels in two districts and below expected levels in two other districts. Third grade Follow Through children are performing below expected levels of achievement even though this was the second year that the third grade was included in the program.

A majority of Follow Through teachers stated they had diagnosed the educational needs of the children and prescribed a course of instruction. These diagnostic profiles were not seen by most parents and, in some cases, standardized tests were used for diagnostic purpose.

Teachers, parents, and principals were very positive about the services provided by the auxiliary components.

Compensatory Education Unit
CALIFORNIA STATE DEPARTMENT OF EDUCATION

IX

July 7, 1975

REPORT ON COMPENSATORY EDUCATION
1974-75

COMPENSATORY EDUCATION IN STATE INSTITUTIONS

Purpose. A purpose of compensatory education under P.L. 89-313 is to provide for the development and expansion of educational services to handicapped children to state-operated and state-supported schools/facilities. California State Compensatory Education is a project-oriented, child centered program. It is not a general support program. A wide variety of activities can proceed under State Compensatory Education if these activities are designed to meet the special educational needs of the participating handicapped children.

Objectives. The following objectives for technical assistance by the Compensatory Education Unit are aimed at serving the ESEA Title I programs in these agencies: California Youth Authority, Department of Corrections, Department of Health, and Special Schools of the State Department of Education. The objectives are: (1) to help the Title I directors have a working familiarity with the Federal Title I regulations; (2) to insure program compliance with regulations; (3) to increase proficiency in program implementation; (4) to facilitate planning project applications and revisions; and (5) to participate in a program review to insure that ESEA Title I funds are used above and beyond those already available in the agencies.

Target population. There are a great number of handicapped youth in California eligible to attend programs funded under Title I of the Elementary and Secondary Education Act.

In May 1974, the Administrative Unit for Compensatory Education established full-time assistance to the persons administering programs for disadvantaged youth located in the state neglected and delinquent institutions, foster homes, state-operated juvenile facilities, and state schools and hospitals. The nature of these educational services is to assist the funded projects in keeping with the size, scope, and quality requirement of ESEA Title I, and to insure that the eligible handicapped children are provided the educational services in such a manner that an identifiable impact will be realized.

Authorization. The authorization for ESEA Title I falls under Public Laws 89-10, 89-313, 92-318, and 93-380. In addition, California legal provisions are in Education Code Sections 6450-6498.

Funding level. State compensatory education programs provide services in the state institutions for the total year in contrast to public schools which provide services in the months of September through June. The state institutions' Title I per pupil expenditure varied between 50% and 90% of the statewide average expenditure per elementary pupil. The level of services may not be below $150 per participant. The total ESEA Title I funds available were $3,651,928.

Achievements. Many of the special education services reveal success. Several institutions have developed a "remedial prescription profile for math" from the screening tests given to entering institution participants. This information is then cataloged and programmed into mathematical skills instruction. Reports state that as much as three months' growth in mathematical skills for one month of instruction has been recorded.

The Intergroup Relations Component of institutional projects is slowly contributing to breaking down ethnic isolation found in many institutions. Such activities as graduation balls reduced tendencies of gang isolation by increased interaction between groups, more positive pupil attitudes, and broadened knowledge of the various group characteristics.

Eligibility. Funds for the state institutions are calculated in Washington on the basis of the number of children they serve who meet the eligibility standards of ESEA, Title I. The institutions submit a project application to the Department of Education for review. Approval is by the State Board of Education.

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For further information contact the Compensatory Education Unit, State Department of Education, 721 Capitol Mall, Sacramento, California 95814; telephone (916) 455-2590.

Compensatory Education Unit
CALIFORNIA STATE DEPARTMENT OF EDUCATION

July 17, 1975

REPORT ON COMPENSATORY EDUCATION
1974-75

COMMUNITY SERVICES UNIT

PURPOSE: THE PURPOSE OF THE COMMUNITY SERVICES UNIT IS TO PROVIDE SUPPLEMENTARY SERVICES THAT WILL PROMOTE PARTICIPATION OF PARENTS OF PROJECT PARTICIPANTS AND THE REPRESENTATIVES OF AGENCIES AND ORGANIZATIONS ON ADVISORY COMMITTEES FOR PROGRAMS WITHIN THE CONSOLIDATED APPLICATION A-127, AND TO ACT AS AN ADVOCATE AND MEDIATOR FOR NONPUBLIC SCHOOLS PARTICIPATING, OR INTERESTED IN, FEDERALLY FUNDED PROGRAMS.

Target Population: The primary target population for the Community Services Unit will be the local educational agency, parent and district advisory committee members and other community groups.

Objectives:

- To provide leadership for the formation of advisory committees as required by federal regulations and state instructions.
- To serve as an advocate for statewide participation of nonpublic schools in Title I ESEA on an equitable and comparable basis.
- To promote inservice training activities that are designed to increase the effectiveness of advisory committees.
- To revise, rewrite, update, and produce instructional and training materials pertinent to parent involvement.

Achievements: Community Services was actively involved in assisting and advising school districts in matters related to parental involvement and community participation in special federal and state compensatory education programs. Efforts were made to ensure that disadvantaged children attending nonpublic schools are provided services comparable to those made available to public school children. Consultants participated in various educational conferences.

XI

Compensatory Education Unit
CALIFORNIA STATE DEPARTMENT OF EDUCATION

June 20, 1975

REPORT ON COMPENSATORY EDUCATION IN 1974-75

SCHOOL HOUSING AID FOR DISTRICTS IMPACTED BY SEASONAL AGRICULTURAL EMPLOYMENT

Purpose. Under Article 5, Chapter 10, Division 14 of the California Education Code, portable classrooms are provided to school districts with an influx of large numbers of persons employed in seasonal agricultural work for temporary periods in the school year and to those which experience emergency increases in school enrollments of such magnitude as to make it impossible or impractical to accommodate the additional pupils in existing school buildings and facilities available to the district.

Objectives. The Compensatory Education Support Unit provides technical assistance to the districts based upon application submitted by the governing board of the school district, makes reviews of this application, makes the appropriate modifications and then transmits to the State Allocation Board, with the approval of the Assistant Superintendent for the Compensatory Education Support Unit, recommendations regarding the action to be taken.

Eligibility. In order to be eligible for a portable classroom, a district must have a minimum migrant impaction of at least 35 children at a particular school site. Other factors such as existing available space, financial ability, total district enrollment, duration of enrollment, and the largest number of migrant children anticipated are taken into consideration. The district policy on classroom loading (average pupils per classroom) is also a factor.

The Compensatory Education Support Unit must determine that there is no segregation in this district's schools or classrooms, and that the classrooms are not used for other than school activities, such as administrative units or for any cost-plus program.

In 1966 the Legislature appropriated $1,500,000 for acquisition of 70 portable buildings for this program. Since that time the $150 per month rental fee charge to the district per unit has paid for all costs of operating this program. There is no additional cost to the district other than for minor items such as broken windows or painting.

School district administators who feel that they qualify for portable classrooms should contact Morgan Greenwood, Compensatory Education Support Unit by writing him at 721 Capitol Mall, Sacramento, CA 95814 or calling him at (916) 445-2590.

Compensatory Education Unit
CALIFORNIA STATE DEPARTMENT OF EDUCATION

August 1, 1975

XII

REPORT ON COMPENSATORY EDUCATION
1974-75

MILLER-UNRUH READING

Purpose. The special elementary school reading instruction program, Miller-Unruh Basic Reading Act of 1965, is a program "directed to the prevention and correction of reading disabilities at the earliest possible time in the educational career of the pupils."

Target population. The program serves K-3 children with the greatest need for reading instruction (i.e., those reading below grade level).

Program description. This state funded program allocates funds to local school districts for payment of a portion of the salary of a teacher holding a Specialist Teacher in Reading certificate. The specialist provides special instruction in reading to students in grades 1-3 and in kindergarten in districts which have passed a special board resolution. There were 1,556 Specialist Teachers in Reading funded by this program located in 249 school districts. In 1974-75, a portion of the Miller-Unruh allocation was directed by Education Code Section 6966.5 to contribute to the salary of 249 special reading aides in 63 of these school districts. The schools qualified for aides if they were authorized a Reading Specialist position and had 15 percent or more students from families whose primary language was a language other than English, and if 30 percent or more of the first grade students scored in the lowest quartile on state reading tests.

Achievements. A series of video tapes on elements of an effective reading program are being developed. They will be appropriate for use at school, district, county, and state levels for inservice training for specialists, aides, and additional personnel.

The Office of Evaluation and Research conducted a study of the Miller-Unruh Reading Program. The major finding was that students in schools with the Miller-Unruh program showed greater achievement in reading than schools without the Miller-Unruh Reading program.

Funding level. The level of funding was $15,349,625 for Specialists and $170,100 for Aides.

Authorization. The program is authorized under Education Code Sections 5770-5798, 6499.201, 6499.206-6499.209, 6499.216, 6966.5.

Compensatory Education Unit
CALIFORNIA STATE DEPARTMENT OF EDUCATION

August 6, 1975

REPORT ON COMPENSATORY EDUCATION
1974-75

MIGRANT EDUCATION

Purpose. The Migrant Education Program in California has, as its purpose, the provision of supplementary educational supportive and auxiliary services to migratory children of migratory agricultural workers. These supplementary services assist migrant children in acquiring adequate basic educational skills and adaptive social behaviors so that they can satisfactorily complete the course of study in the elementary and secondary schools of the state, and be prepared for self-sufficiency and successful life in American society.

Target population. Reasonable estimates indicate that more than 80,000 children of migratory agricultural workers move with their families from one school district to another in California each year, or move between other states and California. Another 100,000 children are members of former migratory families who have "settled in" and no longer move. Approximately 49,000 migratory children were served by the Migrant Education Program in 1973-74 at one time or another. An average of 35,000 children per month participated in the program. The data for 1974-75 is not yet complete. These numbers are estimated.

Objectives. Migrant Program Goals:

- To provide inservice training for all personnel involved in the education of migrant children.
- To provide special educational services for "exceptional" migrant children.
- To ensure that pupil personnel services are provided to meet the special needs of migrant children.
- To establish child development activities for infant and prekindergarten children.
- To establish priorities for the allocation of migrant education funds.
- To ensure the delivery of the necessary health services and systems to the migrant students.
- Provide for migrant parent involvement in cooperation with school districts serving migrant students.
- To provide bilingual/bicultural aides (tutors) for individualized instruction of migrant students.

- To provide bilingual/bicultural teachers for migrant-funded teaching positions.

- To provide instructional activities on extended reading and math programs.

Objectives of the California Plan for the Education of Migrant Children:

- Migrant children will evidence a mean of at least one month's progress in school subject matter for each month of attendance in participating schools. Supplementary instructional programs will be provided to aid in attaining this rate of gain.

- Migrant children will maintain an attendance rate equivalent to resident children through regular school district efforts supplemented by child welfare and family-related programs provided under this plan.

- Migrant children will receive diagnosis and treatment of health problems which interfere with their education. Services will be provided by public health agencies when available, and supplemented by services provided under this plan.

- Continuity of educational services will be provided to migrant children through interstate transfer of student records and sharing of materials and program plans.

- An affirmative action hiring policy of the State Board of Education was written into the contracts of each participating school district and each county superintendent of schools office.

Eligibility. Only children who have been identified and certified as migratory children of migratory agricultural workers and who are under the age of 18 years may benefit from the Migrant Education Programs.

Authorization. Federal authorization included: the Elementary and Secondary Education Act of 1965, Title I, P.L. 89-10; the Migrant Amendment of 1966 to Title I of the Elementary and Secondary Education Act, P.L. 89-750; the 1968 amendments to the Elementary and Secondary Education Act of 1965, entitled "Agricultural Workers," P.L. 90-247; and the 1970 amendments to Title I of the Elementary and Secondary Education Act of 1965, entitled "Requiring Grants for Migratory Children to be Based on the Number to be Served," Title I of P.L. 91-230.

California authorization included: the McAteer Act of 1963; Article 2.5 (commencing with Section 6464) of Chapter 6.5 of Division of the California Education Code, entitled "Programs for Migrant Children;" and the California Master Plan for Migrant Education, adopted by the State Board of Education April 11, 1974.

Funding level. 1974-75 funding was $17,100,000 million from federal migrant education funds, Title I, E.S.E.A. No state funds were allocated for this program.

Achievements. The following were accomplished:

- The California Master Plan for Migrant Education was written and submitted to the State Board of Education for adoption.
- The Western States Coordinating Council for Migrant Education was implemented this year.
- A national conference on migrant education was held in San Diego with participants from the 48 continental states.
- Over 40,000 migrant children have been enrolled in schools and provided supplementary instructional supportive services which have increased their school achievement rates. Eighty-two thousand students are estimated to be enrolled by August 1975.
- Bilingual and bicultural teachers and aides have been recruited and hired to assist Spanish-speaking migrant children. An increase in the percentage of bilingual aides is planned along with a statewide inservice program for teachers and aides.
- Over 16,000 migrant children have been provided with health care (including dental) to improve their educability.
- Parents and community representatives have been involved in planning, implementing, and evaluating the migrant program.
- Plans for a statewide health and follow-up program were completed this year.
- Guidelines for a follow-up master plan program for migrant education will be complete in June.

Compensatory Education Unit
CALIFORNIA STATE DEPARTMENT OF EDUCATION

REPORT ON COMPENSATORY EDUCATION
1974-75

July 15, 1975

GUIDED SCHOOL VISITS

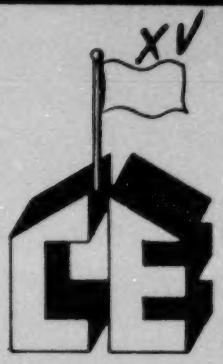
During the 1974-75 program year, the search for Promising Practices in Compensatory Education was organized so that Validation Teams visited the schools which had been nominated. Teams consisted of an administrator, a classroom teacher, a specialist teacher, an instructional aide, and a parent. Evaluations by the schools visited and by those who participated in the visits indicated that the process, which involved persons with different role perspectives agreeing on the program strengths of the schools, was well received.

Beginning in the fall of 1974, the consultant with continuing responsibility for promising practices involved three elementary schools, each of which is popular with visitors, in an activity designed to capitalize on the experiences gained by the Validation Teams one year earlier.

Two primary schools in Berkeley and a Pre-K-6 school in Lawndale were enlisted to host scheduled "structured visits." Invitations were sent throughout a 50-mile radius. Schools which expressed interest in accepting the invitations were urged to send teams of visitors, along the lines that the Validation Teams were staffed. Host schools and the state consultant planned the visitors' day carefully.

Visitors were given encouragement to look for any practice which might be adopted for or adapted to their home schools. Rap sessions, job alike groups, parent guides, and much classroom observation typified the four invitational "structured visits" which were held.

A slide program with a tape recording explaining the purposes of the structured visit was prepared for the Compensatory Education Unit Management Services Section by the Office of Information/Dissemination of the Department of Education. To help school staffs seeking ideas for program improvement to plan worthwhile school visits, the Compensatory Education Unit Management Services Section can arrange a set of slides and tape for use. To seek information concerning the slides and tape, address requests to the Compensatory Education Unit Management Services Section, 721 Capitol Mall, Sacramento, California 95814.



REPORT ON COMPENSATORY EDUCATION
1974-75

A Sampling of Compensatory Education Projects

Since each compensatory education project focuses on the needs of children in its particular target area, each project differs in many respects. Thus, an overall description of the projects would not be representative. Therefore, a report on compensatory education should include some examples which describe the kinds of things which occur in schools with the projects developed through the cooperative efforts of district, state, and federal educators.

The following three districts will be used as samples of the projects: Newport-Mesa Unified School District, Riverside City Unified School District, and San Bernardino City Unified School District.

Newport-Mesa Unified School District: Project Catch-Up. In May 1973 this project was selected by the U. S. Office of Education for display at the national Education Fair held in Washington, D.C., and later, with federal enthusiasm and California State Department of Education compensatory education support, the project was again presented at the Education Fair in Hawaii in April 1974. A recent survey at Whittier School of the percentage of children who move during the year also revealed the success of this program. Under Title I only eight percent of the children moved, compared to 23 percent of the children who moved which were not participants in the program. This is the first time a study has ever been conducted which detects movement of families. Contrary to normal expectations for disadvantaged children, target area children in this program achieved one and one-half month's progress for each month spent in the reading program, and they achieved more than one month's progress for each month in the mathematics program.

This district concentrates on establishing Title I laboratories in each of its compensatory education schools. The following description of the project was submitted by Fay Harbison, the district compensatory education director:

> Newport-Mesa's Title I project is essentially a laboratory program in which children identified by the regular classroom teacher and the Title I staff, are given criterion referenced tests to diagnose specific weaknesses in both reading and mathematics. Then, they are provided either individually or in very small groups

with specific assistance to meet the diagnosed need. The program has been successful as a result of the following reasons:

1. Title I is a completely positive program. Every child succeeds regardless of his ability and his comprehension speed because the teacher who works with him as an individual helps him to discover what success is like. "That's wrong," is an expression that is virtually unknown in the Title I laboratory. The children have heard it too often in their school experiences. In the laboratory, if the child doesn't discover the correct answer, the teacher has time to work with him in searching for alternatives until he has the pleasure of finding the right answer. As a result of the positive atmosphere, parents consistently report that their children like school better after they enroll in Title I. They enjoy coming to school and they come regularly; attendance increases measurably.

2. The second reason that our staff has made sizable gains with children is that our program is conducted in a laboratory. We have experimented working with children in the regular classroom and we have discovered that not only is it an inefficient system which too often points out the slowness of an individual child, but also it divides the attention of the teacher and the other class members, making it virtually impossible for the Title I staff member to utilize all of the equipment which should be available to her. In fact, the freedom of the staff members to choose any of the wide variety of materials is one of the reasons for the great gains in achievement.

   Visiting a laboratory has become the most exciting part of the day for the majority of the children enrolled in Title I. After the pressures of the regular classroom in which a teacher has to cope with all of the problems of a class of 30 children, it is a pleasure for children to be able to participate in a laboratory which is gayly decorated, has a relaxed staff, teaching machines, and the latest in instructional materials . . . teaching can be conducted successfully in the humblest location, with absolutely no equipment and without a book if necessary; however, well-selected teaching machines, excellent instructional materials, and a good laboratory situation are items which Title I children appreciate. Our children enjoy them so much that Title I has become the most prestigious activity on any of our Title I campuses. They ask to be included in Title I.

3. The third reason we believe our program has been successful is the fact that it utilizes tested educational equipment and instructional materials. All of our materials can be taken

home to be shared by the family and the parents. One item of equipment which merits special mention is the PDP8L Digital computer which was given to us some years ago in a Title III Space Science Program by Digital Corporation. At our Title I junior high school there are now three remote terminals available to our Title I children. We have never been able to determine by hard data that using the computer itself is the cause of our junior high school success in mathematics. Gains made by students might be attributed to two other sources: One, the fact that our Title I math classes at that level are limited to ten students, whereas a normal junior high school class contains closer to 30, or second, the attitude of confidence created by the teacher. However, we do have evidence that children become so interested in their struggles with the computer that they spend every minute that they can save from recess, assemblies, or even lunch to be able to gain additional time on the computer. The increased interest must affect attitude; and attitude itself may be the cause for the gains in math skills.

4. Our Title I staff members have indicated that a fourth reason contributes to their success with children. Each staff member is responsible for no more than 18 students. Generally there are 18 students to 4 staff members. Each member schedules her children in the lab with the help of the classroom teacher, and each accepts the responsibility of meeting the stated instructional objectives established for the program, calendaring her time so as to provide the amount of special instruction necessary to each child.

5. This year, the program has achieved greater success through the use of criterion testing for identified needs. In this way the special needs of each child are met.

Our project is being replicated in five other districts in the East. This action occurred as a result of the selection of P. C. U. by Research Management Corporation who validated and packaged this program. ESEA Title III provided the funds for the projects to be replicated in Brookport, Illinois; Galax City, Virginia; Providence Forge, Virginia; Bloomington, Indiana; and Wayne City, Illinois. A visitor to the project in Wayne City remarked that the project there was identical to the one in the Newport-Mesa School District.

Riverside Unified School District: Learning Achievement Through Saturated Educational Resources. Thorough work to promote pupil achievement coupled with active parent involvement has brought State and national recognition to the compensatory education program in Riverside.

Precise objectives were stated and were keyed to instructional materials in State texts and other sources. The materials were made into packets labeled by the program name, "Learning Achievement Through Saturated Education Resources."

Riverside's Title I LASER (Learning Achievement through Saturated Educational Resources) Program is based on a highly individualized diagnostic-prescriptive teaching and reporting system for all areas of the curriculum with special emphasis on reading and mathematics.

The program is operating in three elementary schools. One of the three schools was one of twenty California compensatory education reading models during 1972-73; another was identified, during 1973-74, as a "Promising Practices" program in compensatory education.

One of the strong, effective components in Riverside's Title I program is parent involvement. In August 1973, a member (Mr. Owen Peagler) of the National Advisory Council on the Education of Disadvantaged Children visited Riverside, as a result of a recommendation from the California State Department of Education's Compensatory Education Program Support Unit to talk to staff and parents about the success of Riverside's parent involvement through Title I.

During Mr. Peagler's August 1973 visit to Riverside, he met with many public and non-public parents and staff to review the program for parent and community involvement. At that time, he learned of Riverside's commitment and the various techniques used to foster meaningful parent involvement which include: parent orientation to compensatory education; strong, active local parent groups which spearhead local school Title I parent activities; indepth parent leadership training session for those parents who elect to serve, on a regularly scheduled basis, as tutors in the classroom; parent participation in workshops and other inservice activities for staff; heavy involvement, with staff, during the project proposal development time including input into all Title I components; and a system for encouraging parent participation in ongoing evaluation of program components.

As a result of Mr. Peagler's interest in Riverside's program, the entire council opted to hold their March 1974 meeting in Los Angeles in conjunction with the annual statewide inservice conference sponsored by the California Association of Compensatory Education.

San Bernardino City Unified School District: Promising Practices. In response to a statewide solicitation by the Compensatory Education Program Support Unit in the fall of 1973 for nominations of compensatory education schools which are closing the "achievement gap" for disadvantaged students, letters sent to superintendents stipulated minimum criteria which would make a school eligible for nomination.

The San Bernardino City Unified School District nominated three schools. They were: Bradley Elementary, California Elementary, and Monterey Elementary.

The 1972-73 evaluation data for each of the schools were reviewed by the State. Each school was found to be eligible by virtue of success in increasing achievement in reading and mathematics. During 1973-74, all 19 compensatory schools achieved more than one month per month of instruction in reading and mathematics.

These particular schools were nominated by the district because they had a better climate as indicated by good growth on tests, leadership by resource persons, and cooperation by the staff. Resource teachers were a key element because they worked weekly with the staff. In turn, resource teachers met weekly with central office staff persons in reading or mathematics.

During January and February, Validation Teams from outside of the district visited each school for one day. An intensive, structured search was made to determine the program strengths of each of the schools.

Team reports were forwarded to the State where they were reviewed. Followup letters to the schools listed the program features rated high by the team members.

The three schools were then listed in the publication "Guidebook to Promising Practices in Compensatory Education" with special attention called to the identified program strengths.

Sequenced Individualized Learning Systems (developed by the district itself) were used in all elementary compensatory education schools including these three as a part of the learning system. Forty-eight levels were provided in reading and several strands were used for mathematics.

In 1974-75, eighteen schools, grades K-6 and one school, Grades K-3 continued the individualized instruction/learning program based on Sequenced Individualized Learning Systems (skills, objectives, diagnostic, and other support materials).

Compensatory Education Unit
CALIFORNIA STATE DEPARTMENT OF EDUCATION

REPORT ON COMPENSATORY EDUCATION
1974-75

Elementary and Secondary Education Act, Title I

Purpose. Within the broad goal of federal legislation for providing compensatory education to children in areas of concentrated numbers of parents with low incomes, the aim is to achieve a normal range and distribution of academic achievement for the general population of California school children.

Target population. Compensatory education programs are targeted toward benefiting children of economically disadvantaged parents. Of such children, those who were most educationally disadvantaged were served first.

Objectives. The following objectives were pursued during 1974-75 as part of the Consolidated Application process:

- To provide ideas for program development in those areas for which resources are made available through the approval of an acceptable application.
- To establish a system for the identification of successful programs to be disseminated for adoption or adaption as shown by the degree the gap is closed between pupil achievement and the normal range of distribution.

In addition to serving as Assistant Superintendent of Public Instruction for Compensatory Education in the various programs of this report, Manuel V. Ceja is known nationally as the ESEA Title I Coordinator for the State of California.

- To allocate funds to local educational agencies within the legal constraints and for the established purposes verified through monitoring, reviewing, and auditing.
- To assure that local educational agencies plan programs based on the needs of students by providing leadership in the development of assessment proceudres.
- To provide considerations for local educational agencies for developing programs for meeting the identified needs.

- To establish a system to assure that information relating to compensatory education reaches the field.
- To help local educational agencies and higher education institutions to develop teacher education inservice programs based on the needs of children.
- To work with local educational agencies and higher education institutions to assure accountability and program effectiveness.
- To encourage the use of community resources and consider the expressed needs of parents and the community in program planning, implementation, and evaluation.

In addition, the Compensatory Education staff pursued the objective of serving in an advocacy role for compensatory education.

Eligibility. All local educational agencies which are recorded as having Aid to Families with Dependent Children are eligible to receive funds under ESEA Title I. The funds must go to local educational agencies, but services may be provided to eligible children in nonpublic schools.

Authorization. The authorization for this program was Public Law 89-10, Title I, as amended by P.L. 93-380.

Funding level. The funds for ESEA Title I were made available during 1974-75 by a federal appropriation. The funding determined for the year was:

Grants for local educational agencies:	
Part A - Children of low income families	$128,062,203
Part C - Special urban and rural schools	4,514,851
Grants to state agencies for children in:	
Schools for handicapped	2,026,019
Institutions for delinquent	1,448,082
State adult correctional institutions	183,421
Grants to State Department of Education for Administration	1,536,005
Total	$137,770,581

Achievements. ESEA Title I activities were closely related to compensatory education programs on which reports are available. Specific ESEA Title I actions included: analysis of federal grant award documents; calculation of distribution of funds within California counties to go to projects eligible for ESEA Title I funds; advising of districts on new regulations for compensatory education programs; training of parents for participation in advisory committees; participation in professional association activities aimed at upgrading compensatory education; development of instruments for

self-analysis and improving state and local administration of compensatory education; providing data for control agencies; and advocacy of compensatory education programs for disadvantaged children. Children in ESEA Title I programs have achieved more than would be expected of children with similar backgrounds and pre-test scores: more than one month's growth in reading skills and 1.1 months of growth in mathematics achievement for each month of compensatory education.

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Compensatory Education Unit
CALIFORNIA STATE DEPARTMENT OF EDUCATION

REPORT ON COMPENSATORY EDUCATION
1974-75

SB 90, Chapter 6.10 Educationally Disadvantaged Youth Program

Purpose. The California State Legislature stated that the intent of this legislation is "to provide quality educational opportunities for all children in the California public schools" - by differing levels of financial aid to recognize differences in family income, language, and transiency (Education Code Section 6499.230).

Target population. The population on which the program is targeted is "pupils who qualify economically and educationally in preschool, kindergarten, or any of grades through 12, inclusive." (Educational Code Section 6499.231).

Objectives. The statewide goal was to achieve a normal range and distribution of academic achievement in reading and mathematics as compared to the general population of California School children. Needs assessments were to be conducted. The needs identified were the basis for specific performance objectives and were to include, but not to be limited to, these components: language development, mathematics, intergroup relations, staff development, auxiliary services, parental and community involvement, and evaluations. The primary emphasis is on instruction in language, reading, and mathematics.

Eligibility. A formula was applied to determine those districts to receive funds for educationally disadvantaged youth. The factors considered for each district were: the percent of bilingual, bicultural pupils determined by dividing the percent of pupils with Spanish and Oriental surnames, and Indian pupils by the statewide average of such pupils; family poverty, calculated by dividing the district's ESEA Title I entitlement by its average daily attendance, and that in turn by the state average index of family poverty for that types of district (unified, elementary or secondary); and pupil transiency, computed on the relationship between the district's average daily attendance and its total annual enrollment - divided by the state average index of pupil transiency for that type of district.

Authorization. The authorization for the Educationally Disadvantaged Youth Program is in Chapter 6.10 of the Education Code which is part of Senate Bill 90 passed by the Legislature and signed by the governor in 1972, and effective from 1973-74 through the present.

Funding level. $81,180,000 was available for this program in 1973-74; $83,754,000 in 1974-75; and $90,389,376 in 1975-76.

Achievements. All districts were eligible to receive these funds in 1973-74. Districts applied on consolidated applications for these and other special funds. After needs assessments, many districts used the funds for employing teachers or aides to help educationally disadvantaged pupils increase reading skills. In addition, funds were used for mathematics instruction

and for meeting a wide range of other needs. The children achieved more than would be expected for other children with similar backgrounds. For every month of instruction they gained at least 1.0 months in reading and 1.1 months in mathematics. Five districts were added in 1974-75.

With funding state programs for compensatory education such as SB 90, Chapter 6.10, California demonstrated its leadership among other states for devoting resources to helping support programs to decrease the educational disadvantaged of children.